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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At Highlands Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners and leaders.

Provide the school's vision statement

At Highlands Elementary, we believe in developing the whole child. To do this, our goal is to build an environment where our students can realize their potential in the areas of academics, the arts, athletics, and social-emotional development to become the leaders of tomorrow. As Highlands Huskies we believe: All children can be leaders. All children have genius. All children can create change. All children are in charge of their learning. All children have a voice.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jodi Gonzalez

Position Title

Principal

Job Duties and Responsibilities

Oversee instruction, school culture, & parent and family engagement supporting all stakeholders.

Leadership Team Member #2

Employee's Name

Robert Adamowicz

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee instruction, school culture, & parent and family engagement supporting all stakeholders.

Leadership Team Member #3

Employee's Name

Melissa Nelson

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor works with students, families, and staff to support overall well-being. This includes supporting and aiding in the implementation of intervention, academic accommodation, and communicating to stakeholders academic or behavioral needs.

Leadership Team Member #4

Employee's Name

Kathy Campbell

Position Title

Behavior Interventionist

Job Duties and Responsibilities

The Behavior Intervention Teacher provides in class, one-on-one, small group and tiered behavioral interventions for students.

Leadership Team Member #5

Employee's Name

Paula Dimperio

Position Title

Reading Coach

Job Duties and Responsibilities

The Instructional Coach supports all teachers and instructional paraprofessionals with understanding standards/benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.

Leadership Team Member #6

Employee's Name

Linda Kula-Gunter

Position Title

Math Coach

Job Duties and Responsibilities

The Instructional Coach supports all teachers and instructional paraprofessionals with understanding standards/benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Committee will be provided with a copy of last year's School Improvement Plan, 5 Essentials, Snapshot, and Safety Survey results and asked for their thoughts, ideas, and suggestions. Our SAC reviews and provides feedback on the new SIP before approval. Parent input is important to Highlands and adds valuable insights.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing academic achievement throughout the year. In order to determine if students achieve academic success, Administration will conduct frequent classroom walkthroughs, provide immediate feedback, encourage teachers to participate in weekly PLC's with the Reading Coach and Math Coach, attend weekly MTSS meetings to monitor the academic progress of students, and attend frequent Data Chats to review data and determine interventions and differentiated instructional needs. Administration will schedule and participate in weekly Leadership Team Meetings with the coaches and support staff to closely monitor assessments, iReady lessons and pass rates, FAST scores and percentile ranks, and other progress monitoring assessments with an emphasis on our Lowest Quartile students. The goal is for all students to achieve academic success at Highlands Elementary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	61.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	66.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	10	15	9	10	15				60
One or more suspensions	0	2	5	4	4	4				19
Course failure in English Language Arts (ELA)	1	12	16	2	4	0				35
Course failure in Math	1	5	2	5	2	7				22
Level 1 on statewide ELA assessment	0	0	0	0	7	18				25
Level 1 on statewide Math assessment	0	0	0	0	6	18				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	0	0					1

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	6	4	9	22				50

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	2	1	0	0				9
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	11	19	7	14	16	19				86
One or more suspensions		1	3	1	5	9				19
Course failure in ELA	7		7	4	1	2	2			23
Course failure in Math	3	5	5		2					15
Level 1 on statewide ELA assessment					17	16				33
Level 1 on statewide Math assessment					16	19				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	9	4	6						49

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	9	7	3	17	23				66

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	8	3	3			1				15
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	72	66	57	64	61	53	68	65	56
ELA Grade 3 Achievement **	75	69	58	73	62	53			
ELA Learning Gains	62	62	60				63		
ELA Learning Gains Lowest 25%	54	55	57				58		
Math Achievement *	70	67	62	61	64	59	66	46	50
Math Learning Gains	65	64	62				63		
Math Learning Gains Lowest 25%	38	43	52				44		
Science Achievement *	75	68	57	65	65	54	61	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	83	75	61	54	77	59	56		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	594
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	68%	60%	47%		59%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	62%	No		
Asian Students	82%	No		
Black/African American Students	61%	No		
Hispanic Students	61%	No		
Multiracial Students	74%	No		
White Students	67%	No		
Economically Disadvantaged Students	62%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	4	
English Language Learners	54%	No		
Asian Students	80%	No		
Black/African American Students	50%	No		
Hispanic Students	62%	No		
Multiracial Students	72%	No		
White Students	74%	No		
Economically Disadvantaged Students	63%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	3	
English Language Learners	61%	No		
Native American Students				
Asian Students	88%	No		
Black/African American Students	53%	No		
Hispanic Students	54%	No		
Multiracial Students	70%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	72%	75%	62%	54%	70%	65%	38%	75%					83%
Students With Disabilities	32%	37%	53%	50%	44%	53%	37%	43%					
English Language Learners	62%		55%		54%	55%							83%
Asian Students	93%		60%		93%	80%							
Black/African American Students	60%	50%	79%		44%	71%							
Hispanic Students	64%	80%	56%	40%	67%	58%	36%	71%					80%
Multiracial Students	78%	69%			74%								
White Students	77%	82%	64%	64%	76%	67%	27%	76%					
Economically Disadvantaged Students	66%	71%	59%	48%	62%	60%	39%	68%					82%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%	73%			61%			65%					54%
Students With Disabilities	34%	46%			28%			27%					
English Language Learners	42%				42%								79%
Asian Students	80%				80%								
Black/African American Students	50%				50%								
Hispanic Students	53%	61%			51%			56%					90%
Multiracial Students	72%				72%								
White Students	72%	83%			68%			72%					
Economically Disadvantaged Students	60%	71%			53%			57%					75%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	68%		63%	58%	66%	63%	44%	61%					56%
Students With Disabilities	33%		47%	45%	26%	42%	41%	30%					
English Language Learners	54%		67%		54%	73%							56%
Native American Students													
Asian Students	83%				92%								
Black/African American Students	67%				39%								
Hispanic Students	58%		62%	50%	57%	55%	44%	47%					58%
Multiracial Students	73%				67%								
Pacific Islander Students													
White Students	73%		66%	75%	74%	64%		70%					
Economically Disadvantaged Students	64%		64%	68%	58%	56%	44%	54%					54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	74%	67%	7%	55%	19%
Ela	4	63%	62%	1%	53%	10%
Ela	5	67%	63%	4%	55%	12%
Math	3	73%	69%	4%	60%	13%
Math	4	65%	64%	1%	58%	7%
Math	5	32%	43%	-11%	56%	-24%
Math	6	98%	67%	31%	56%	42%
Science	5	70%	65%	5%	53%	17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the 2024 FAST scores, Highlands Elementary showed the most improvement in the area of Science (up 10%). Contributing factors to this improvement included employee stability, continuous PLC's/data chats, and district TOA support.

Science Achievement 2023 - 65%

Science Achievement 2024 - 75%

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2024 FAST data, Lowest Quartile Learning Gains demonstrates the greatest need for improvement. Contributing factors to this need for improvement include learning gaps, lack of engagement in learning, and challenges faced by students with disabilities accessing the curriculum effectively.

Math Lowest Quartile Learning Gains 2022 - 44%

Math Lowest Quartile Learning Gains 2024 - 38%

ELA Lowest Quartile Learning Gains 2022 - 58%

ELA Lowest Quartile Learning Gains 2024 - 54%

*No data for 2023

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2024 FAST data, 4th Grade Reading demonstrated the greatest decline from the prior year. Contributing factors to this need for improvement include learning gaps, increased rigor, and lack of engagement in learning.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2024 FAST data, 5th Grade Math demonstrated the greatest gap from the state. Contributing factors to this gap and the need for improvement include learning gaps, lack of engagement in learning, and increased acceleration opportunities for previous years' proficient students (6th Grade RAMP Course).

Math State Achievement Grade 5 - 56%

Highlands Math Achievement Grade 5 - 32%

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Highlands Elementary had 21% of students with 15 or more absences and 20% with 10 or more absences during the 2023-2024 school year.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Lowest Quartile Learning Gains

Math Proficiency

Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Highlands Elementary's area of focus for the 24-25 school year is to increase learning gains for the lowest quartile students in ELA. On the 2024 FAST Assessment, 54% of our lowest quartile students made a learning gain in ELA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Highlands Elementary will increase Lowest Quartile Learning Gains in ELA from 54% to 70%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Highlands Elementary Leadership team will monitor performance every 6 weeks on FAST progress monitors and iReady diagnostic assessments, and review data with our PLCs in order to make instructional decisions.

Person responsible for monitoring outcome

Jodi Gonzalez, Robert Adamowicz, Paula Dimperio

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state-approved adopted materials), iReady (moderate evidence), Success for

All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Chats PLC's

Person Monitoring:

Instructional Coaches, Admin

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data driven PLC's will utilize unit assessments and progress monitoring assessments to monitor effective instruction and interventions in efforts to increase lowest quartile learning gains. Teachers will utilize BEST standards and Achievement Level Descriptors (ALDs) in PLC meetings and when planning for instruction.

Action Step #2

Walk to Intervention

Person Monitoring:

Instructional Coaches, Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All lowest quartile students will be strategically placed into their walk-to-intervention groups to focus on their areas of need in efforts to increase learning gains.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Highlands Elementary's area of focus for the 24-25 school year for Math is to increase the learning gains for students in the lowest quartile. This group includes students who have historically shown the least progress in the area of Math.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Highlands Elementary will increase Lowest Quartile Learning Gains in Math from 38% to 60%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Highlands Elementary Leadership team will monitor performance on FAST and iReady assessments, and utilize data to drive PLC discussions and ultimately instructional decisions.

Person responsible for monitoring outcome

Jodi Gonzalez, Robert Adamowicz, Linda Kula-Gunter

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All Levels - Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Morning Tutorial (Good Morning Huskies)

Person Monitoring:

Instructional Coaches, Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lowest quartile students will be invited to morning tutorial (Good Morning Huskies), utilizing iReady instruction differentiated based on student need.

Action Step #2

Implement Fact Tactics Fluency Program

Person Monitoring:

Math Instructional Coach, Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the program Fact Tactics to increase math fluency. Teachers will track and monitor student progress of the facts.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Highlands Elementary 5th grade students scored 75% proficient. Highlands' area of focus for Science is to continue to increase proficiency by utilizing new science curriculum.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Highlands Elementary will increase Science proficiency from 75% to 80% on State Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Highlands Elementary Leadership team will monitor performance on science benchmark data, and utilize data to drive PLC discussions and ultimately instructional decisions. Principal and Assistant principal will monitor classrooms through walkthroughs to ensure implantation of the new curriculum.

Person responsible for monitoring outcome

Jodi Gonzalez, Robert Adamowicz, Linda Kula-Gunter

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will utilize newly adopted standards based core instructional materials.

Person Monitoring:

Instructional Coaches, Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize the newly adopted science curriculum materials, providing more hands-on and science lab opportunities to increase student participation and knowledge of science standards.

Action Step #2

Targeted standard small-group instruction / reteaching

Person Monitoring:

Instructional Coaches, Admin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will teach and reteach in small groups to maximize differentiation and mastery of standards.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Highlands Elementary's area of focus for the 24-25 school year is to decrease the number of students with 10+ and 15+ absences in an effort to create a culture with all stakeholders around the importance of students being in school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Highlands Elementary had 21% of students with 15 or more absences and 20% with 10 or more absences during the 2023-2024 school year. Our goal is to reduce the percentage of students with 10 or more and 15 or more absences during the 2024-2025 school year by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

For students to have the opportunity to learn the critical content of the curriculum, they must be present. Continuous monitoring of attendance data will take place in monthly MTSS meetings and through weekly Leadership Team meetings that include the Social Worker, Administration, Instructional Coaches, Behavior Intervention teacher and School Counselor.

Person responsible for monitoring outcome

Jodi Gonzalez, Robert Adamowicz, Frankie Colon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and

families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increasing student attendance through increased communication

Person Monitoring:

Frankie Colon, Jodi Gonzalez, Robert Adamowicz

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Highlands Elementary will implement targeted attendance intervention that includes phone calls to parents/guardians after a specific set of absences is reached. The teacher, school counselor, and administration will make phone calls using common attendance expectation language. The Leadership Team and School Social Worker will review attendance data weekly to identify trends and patterns and provide resources for students with chronic absenteeism.

Action Step #2

Create a mentorship program

Person Monitoring:

Jodi Gonzalez, Robert Adamowicz, Kathy Campbell, Paula Dimperio, Linda Kula-Gunter

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Highlands Elementary will identify students from tracked attendance data who are at risk of chronic absenteeism, who have shown a pattern of frequent absences historically. These students will participate in a mentorship program to establish a positive relationship and to help address individual needs, build school confidence, and improve their overall school experience.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Highlands Elementary's area of focus for the 24-25 school year is to increase teacher retention and recruitment in efforts to impact student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

On the 2024 Panorama Climate Survey 73% of teachers responded favorably for the School Climate component. Highlands had a rating of 62%/Strong on the 5Essentials Survey for Collective Responsibility.

Increase the rating for Collective Responsibility by 15% from 62%/Strong to 77%/Strong.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By monitoring the various surveys administered by the district throughout the year, in addition providing small group feedback opportunities for staff, we can address immediate issues that could impact our goal.

Person responsible for monitoring outcome

Jodi Gonzalez and Robert Adamowicz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Vertical Articulation and Collaboration Opportunities

Person Monitoring:

Paula Dimperio, Jodi Gonzalez, Linda Kula-Gunter, Robert Adamowicz

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide opportunities for our teachers and staff to collaborate on various topics, providing times for vertical articulation and relationship building.

Action Step #2

Host small informal Focus Groups

Person Monitoring:

Jodi Gonzalez, Robert Adamowicz

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct small informal focus groups to gain insight on how to best support teachers and staff in efforts to increase the perceptions of positive school climate and overall collective responsibility.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Highlands Elementary - <https://www.highlands.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Highlands Elementary Title I - https://www.highlands.scps.k12.fl.us/about-us/title_i

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

For the 2024-2025 school year Highlands Elementary will strengthen the academic programs within the school to increase the amount of quality learning by implementing more intentional PLCs with a clear focus on small group instruction and walk-to interventions. In addition, we will participate in PD that provides strategies to increase best practices in the classroom and that help provide an enriched and accelerated curriculum.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00